


# SELECTED RESOURCES FOR DECISION POINTS AND OPTIONS FOR WEAVING EARLY LEARNING GUIDELINES INTO PROFESSIONAL DEVELOPMENT




## GENERAL RESOURCES

The Child Care Bureau's *Good Start, Grow Smart* training and technical assistance materials are available on the Web at <http://nccic.org/pubs/goodstart/index.html>.


*A Guide to Good Start, Grow Smart in Child Care* (March 2005) and *A Tribal Guide to the Good Start, Grow Smart Early Learning Initiative* (March 2004), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, are available on the Web at <http://www.acf.hhs.gov/programs/ccb/ta/guide.pdf> and <http://www.acf.hhs.gov/programs/ccb/ta/gsgs1.htm>, respectively.

 Detailed information on State professional development systems or initiatives, including contact information and highlights of online information provided on professional development system elements and components is provided in the document *State Professional Development Systems and Initiatives for the Early Childhood Workforce* and is available on the National Child Care Information Center's (NCCIC) Web site at <http://nccic.org/pubs/goodstart/state-ece.html> or in PDF at <http://nccic.org/pubs/goodstart/state-ece.pdf>.


- *Selected Resources on Professional Development* (March 2005), by NCCIC, provides a sample of resources on professional development, organized by five broad system elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. These selected resources provide an overview of research and reports, including both current materials and key historical documents. This resource is available on the Web at <http://nccic.org/pubs/goodstart/selected-res-prof-dev.html> and in PDF at <http://nccic.org/pubs/goodstart/selected-res-prof-dev.pdf>.

 *Professional Development Systems: A Simplified Framework with State Examples* (March 2005), by NCCIC, includes descriptions of specific components under each of the five broad elements delineated above and provides State examples related to the specified components. This resource is available on the Web at <http://nccic.org/pubs/goodstart/prov-dev-ex.html> and in PDF at <http://nccic.org/pubs/goodstart/prov-dev-ex.pdf>.


- *Cross-Sector Professional Development: A Technical Assistance Paper* (February 2005), by Anne Mitchell and Sarah LeMoine, NCCIC, presents information on State cross-sector early care and education professional development systems for State research and planning. For more information, contact NCCIC at 800-616-2242 or via e-mail at [info@nccic.org](mailto:info@nccic.org).

 *Building the Foundation for Bright Futures, Final Report of the NGA Task Force on School Readiness* (2005), by the National Governors Association (NGA), identifies actions that governors and States can take to assure children's success in school. The report includes the recommendation to "Implement unified data collection requirements, training opportunities, and professional standards across prekindergarten, child care, and Head Start programs." This resource and the accompanying document *A Governor's Guide to School Readiness* can be accessed on the Web at [http://www.nga.org/center/divisions/1,1188,C\\_ISSUE\\_BRIEF^D\\_7819,00.html](http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_7819,00.html).

- *Responding to Linguistic and Cultural Diversity* (1998), a Position Statement by the National Association for the Education of Young Children (NAEYC), includes recommendations for personnel preparation. This resource is available on the Web at <http://www.naeyc.org/about/positions/pdf/PSDIV98.PDF> in English and at <http://www.naeyc.org/about/positions/pdf/psdisp98.pdf> in Spanish.

 The National Infant Toddler Child Care Initiative @ Zero to Three, a project of the Child Care Bureau, developed a series of fact sheets relating to professional development issues for early care and education systems that serve the needs of infants and toddlers and a searchable database providing information on State professional development initiatives. These resources are available on the Web at <http://www.nccic.org/itcc>.

- *Passages to Inclusion: Creating Systems of Care for All Children: Monograph for State, Territorial and Tribal Care Administrators* (1997), prepared by NCCIC, synthesizes the solutions and strategies generated during a 1995 national forum of State, Territorial, and Tribal child care administrators on the inclusion of children with disabilities in community-based child care settings. The first section of this monograph focuses on staffing and discusses elements of a comprehensive system for child care personnel: standards and competencies, recruitment, training, compensation, teamwork, and opportunities for career advancement. This resource is available on the Web at <http://nccic.org/pubs/passages/index.html>.

 *Blueprint for Action: Professional Development System for the Out-of-School-Time Workforce* (November 2004), by Achieve Boston, published by the National Institute on Out-of-School Time (NIOST), focuses on after-school and youth workers in Boston and the State of Massachusetts. The report provides a synthesis of issues applicable to any State efforts to create or improve professional development systems for, or that include, the out-of-school-time workforce—it discusses plans; key professional development elements, including core competencies, a training system, trainer and training approval processes, a professional registry, and career lattices and pathways; and action steps and recommendations. This resource is available on the Web at <http://www.achievethecore.org/pdf/blueprint%201204.pdf>; the Executive Summary is available at <http://www.achievethecore.org/pdf/executive%20summary.pdf>.

- *Critical Issues in Early Childhood Professional Development* (forthcoming), eds. Marty Zaslow and Ivelisse Martinez-Beck, published by Brookes Publishing, addresses three critical questions: What do we mean by "professional development"?; What effect does it have on school readiness?; and Which models and approaches really work? Additional information is available on the Web at <http://www.brookespublishing.com/store/books/zaslow-8256/index.htm>.

## STATE EXAMPLES AND RESOURCES

This resource document is a companion to the discussion guide *Decision Points and Options for Weaving Early Learning Guidelines into Professional Development*. Some of the following resources provide examples and information on a range of topics; hence, they are intentionally listed several times, under different question numbers and topics.

Decision Point	Examples and Resources
<b>1a.</b> Core knowledge areas and core competencies	<ul style="list-style-type: none"> <li>Over 20 State's <i>Core Knowledge and/or Competencies for the Early Childhood Workforce</i> (March 2005) are delineated in this document by NCCIC. This resource is available on the Web at <a href="http://nccic.org/pubs/goodstart/corekc.html">http://nccic.org/pubs/goodstart/corekc.html</a> and in PDF at <a href="http://nccic.org/pubs/goodstart/corekc.pdf">http://nccic.org/pubs/goodstart/corekc.pdf</a>.</li> <li><i>Core Knowledge and/or Core Competencies for Early Childhood Professionals: State Examples with Delineated Levels</i> (February 2005), by NCCIC, is available on the Web at <a href="http://nccic.org/pubs/goodstart/corekcprof.html">http://nccic.org/pubs/goodstart/corekcprof.html</a> and in PDF at <a href="http://nccic.org/pubs/goodstart/corekcprof.pdf">http://nccic.org/pubs/goodstart/corekcprof.pdf</a>.</li> </ul>
<b>1b.</b> Cross-sector core knowledge and competencies	<ul style="list-style-type: none"> <li><i>Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico: Entry Through Master's Level</i> (May 2002), prepared by the Higher Education Early Childhood Task Force for the New Mexico Child Development Board, is available on the Web at <a href="http://www.newmexicokids.org/EDUCATORS">http://www.newmexicokids.org/EDUCATORS</a>.</li> </ul>
<b>1c–e.</b> Aligning core knowledge areas and core competencies across sectors	<ul style="list-style-type: none"> <li>The <i>Montana Early Care and Education Knowledge Base</i> (December 2004), published by the Montana Early Childhood Project, includes links to the NAEYC Personnel Preparation Standards, the National Association for Family Child Care (NAFCC) Accreditation standards, Head Start Performance Standards, Montana's Early Learning Guidelines, and the Environment Rating Scales, and is available on the Web at <a href="http://www.montana.edu/ecp/pdfs/Knowledge_Base_Dec_2004.pdf">http://www.montana.edu/ecp/pdfs/Knowledge_Base_Dec_2004.pdf</a>.</li> <li><i>Core Professional Knowledge: Early Care and Education Content Areas</i> (2005), and the associated Performance Area and Content Area statements, published by Gateways to Opportunity: The Illinois Early Care and Education Professional Development Network, are directly aligned with the following standards: Illinois Early Childhood Education Content-Area Standards, Illinois Professional Teaching Standards, NAEYC's Standards for Early Childhood Professional Preparation, Illinois Director Credential competencies, Illinois Birth to Three Standards, Early Intervention Developmental Specialist requirements, and the Child Development Associate (CDA) credential requirements. This resource is available on the Web at <a href="http://www.ilgateways.com/credentials/CPK.aspx">http://www.ilgateways.com/credentials/CPK.aspx</a>.</li> </ul>

Decision Point	Examples and Resources
<p><b>2. Aligning</b> core knowledge areas and core competencies <b>with the early learning guidelines</b></p>	<ul style="list-style-type: none"> <li>▪ <i>West Virginia STARS: State Training and Registry System, Core Knowledge, and Core Competencies for Early Care and Education</i> (November 2004), by Partners Implementing an Early Care and Education System (PIECES) Professional Development Committee, includes links to the State's early learning guidelines, and NAEYC's Standards for Early Childhood Professional Preparation. This resource is available on the Web at <a href="http://www.wvearlychildhood.org/CoreCompetencies.pdf">http://www.wvearlychildhood.org/CoreCompetencies.pdf</a>.</li> <li>▪ <i>Core Professional Knowledge: Early Care and Education Content Areas</i> (2005), published by Gateways to Opportunity: The Illinois Early Care and Education Professional Development Network, and their associated Performance Area and Content Area statements, are aligned with the following standards: Illinois Early Childhood Education Content-Area Standards, Illinois Professional Teaching Standards, NAEYC's Standards for Early Childhood Professional Preparation, Illinois Director Credential competencies, Illinois Birth to Three Standards, Early Intervention Developmental Specialist requirements, and the Child Development Associate (CDA) credential requirements. This resource is available on the Web at <a href="http://www.ilgateways.com/credentials/CPK.aspx">http://www.ilgateways.com/credentials/CPK.aspx</a>.</li> <li>▪ Montana is aligning the State Early Learning Guidelines with Head Start Child Outcomes, Head Start Performance Standards, Head Start PRISM Questions, and the Montana Early Care and Education Knowledge Base. For a copy of Montana's working draft, contact NCCIC at 800-616-2242 or via e-mail at <a href="mailto:info@nccic.org">info@nccic.org</a>. For more information contact Lisa R. Murphy, Early Childhood Program Specialist, Montana Department of Public Health and Human Services, Early Childhood Services Bureau, Human and Community Services Division, at 406-444-1400 or via e-mail at <a href="mailto:limurphy@mt.gov">limurphy@mt.gov</a>.</li> <li>▪ Sample tools used by Maine and Wisconsin for discussing and aligning core knowledge areas and professional development offerings with early learning guidelines are available from NCCIC. For more information, please contact NCCIC at 800-616-2242 or via e-mail at <a href="mailto:info@nccic.org">info@nccic.org</a>.</li> <li>▪ The State Child Care Administrator's 2004 Meeting CD-ROM, <i>Leading the Way to Quality Early Care and Education</i>, produced by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, includes the section "Linking Content to Standards." This section includes video and resources on three States' alignment efforts (Delaware, Ohio, and Rhode Island). An order form for this free resource is available on the Web at <a href="http://nccic.org/CD-2005">http://nccic.org/CD-2005</a>. For more information, contact NCCIC at 800-616-2242 or via e-mail at <a href="mailto:info@nccic.org">info@nccic.org</a>.</li> <li>▪ "Formulas for Quality: NAEYC Standards + New Resources = Better Preparation for Inclusion" (September/October 2004), prepared by Camille Catlett, Frank Porter Graham Child Development Institute, for the Hands Across the River Conference held in Omaha, Nebraska focused on using NAEYC professional development standards as a framework for increasing the emphasis on inclusion and children with special needs in preservice teaching and inservice training. Resources from this session are available on the Web at <a href="http://www.fpg.unc.edu/~scpp/pdfs/Formulas_for_Quality_handout.pdf">http://www.fpg.unc.edu/~scpp/pdfs/Formulas_for_Quality_handout.pdf</a>.</li> </ul>

Decision Point	Examples and Resources
<p><b>3a.</b> Alignment or link to <b>preservice requirements</b></p>	<ul style="list-style-type: none"> <li>• The National Resource Center for Health and Safety in Child Care has the full text of all State child care licensing regulations on their Web site at <a href="http://nrc.uchsc.edu/STATES/states.htm">http://nrc.uchsc.edu/STATES/states.htm</a>. Examples of States with licensing qualifications linked to core knowledge areas:               <ul style="list-style-type: none"> <li>♦ Florida <a href="http://nrc.uchsc.edu/STATES/FL/florida.htm">http://nrc.uchsc.edu/STATES/FL/florida.htm</a></li> <li>♦ Oregon <a href="http://nrc.uchsc.edu/STATES/OR/oregon.htm">http://nrc.uchsc.edu/STATES/OR/oregon.htm</a></li> <li>♦ Wisconsin <a href="http://nrc.uchsc.edu/STATES/WI/wisconsin.htm">http://nrc.uchsc.edu/STATES/WI/wisconsin.htm</a></li> </ul> </li> <li>• State tables and summaries of preservice and ongoing training requirements for early childhood staff in licensed programs is available on NCCIC's Web site at <a href="http://nccic.org/poptopics/index.html#licensing">http://nccic.org/poptopics/index.html#licensing</a>.</li> <li>• <i>Child Care and Development Fund Report of State Plans FY 2004-2005</i> (2004), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, is available on the Web at <a href="http://nccic.org/pubs/stateplan/index.html">http://nccic.org/pubs/stateplan/index.html</a>.</li> <li>• "Preview of Report #4: Qualifications for Teachers and Directors in Child Care Centers" (June 2004), by Sarah LeMoine and Gwen Morgan, is part of a five brief discussion series: <i>Do States Require Child Care Programs to Educate Children?</i> This report is available on the Web at <a href="http://ceep.crc.uiuc.edu/docs/cc-educate/report4.pdf">http://ceep.crc.uiuc.edu/docs/cc-educate/report4.pdf</a>.</li> </ul>
<p><b>3b.</b> Alignment or link to <b>voluntary preservice qualifications</b></p>	<ul style="list-style-type: none"> <li>▪ The Center for Early Childhood Professional Development (CECPD) supports the individuals who work in licensed child care settings in Oklahoma, including family child care homes, child care centers, and Head Start programs. Support is given to achieve professional growth for teachers and directors as they work toward success in the Reaching for the Stars tiered reimbursement program. Information about Oklahoma's Early Care and Education Professional Development Ladder is available on the Web at <a href="http://www.cecpd.org/OklahomaRegistry/registry.html">http://www.cecpd.org/OklahomaRegistry/registry.html</a>.</li> </ul>
<p><b>3c.</b> Alignment or link to <b>required ongoing/in-service training</b></p>	<ul style="list-style-type: none"> <li>• The National Resource Center for Health and Safety in Child Care has the full text of all State child care licensing regulations on their Web site at <a href="http://nrc.uchsc.edu/STATES/states.htm">http://nrc.uchsc.edu/STATES/states.htm</a>. Examples of States with ongoing training requirements linked to core knowledge areas:               <ul style="list-style-type: none"> <li>♦ New Mexico <a href="http://nrc.uchsc.edu/STATES/NM/newmexico.htm">http://nrc.uchsc.edu/STATES/NM/newmexico.htm</a></li> <li>♦ Oklahoma (links to career lattice) <a href="http://nrc.uchsc.edu/STATES/OK/oklahoma.htm">http://nrc.uchsc.edu/STATES/OK/oklahoma.htm</a></li> <li>♦ West Virginia <a href="http://nrc.uchsc.edu/STATES/WV/westvirginia.htm">http://nrc.uchsc.edu/STATES/WV/westvirginia.htm</a></li> </ul> </li> <li>• State tables and summaries of preservice and ongoing training requirements for early childhood staff in licensed programs is available on NCCIC's Web site at <a href="http://nccic.org/poptopics/index.html#licensing">http://nccic.org/poptopics/index.html#licensing</a>.</li> <li>• Information about the California Child Development Permit Matrix is available on the Web in English, Spanish, and Chinese at <a href="http://www.childdevelopment.org/spermits.htm">http://www.childdevelopment.org/spermits.htm</a>.</li> </ul>



Decision Point	Examples and Resources
<p>3d. Alignment or link to <b>voluntary ongoing/in-service training</b></p>	<ul style="list-style-type: none"> <li>▪ In April 2002, a voluntary Career Ladder and a set of Core Knowledge Areas were formally adopted by the Nevada State Child Care Advisory Committee. The Nevada Registry was developed as the structure to implement these components. To provide a common starting point for effective and appropriate training opportunities, Nevada has identified seven distinct Core Knowledge Areas that serve as the foundation of the Nevada Early Care and Education Professional Career Ladder. Additional information is available on the Web at <a href="http://www.nevada-registry.org/cka4.12.04.html">http://www.nevada-registry.org/cka4.12.04.html</a>.</li> <li>▪ The New Jersey Registry is based on the New Jersey Early Care and Education Career Lattice. The New Jersey Early Care and Education Career Lattice is described in the document <i>Core Knowledge and Competency Areas - Professional Standards for Adults Working with Young Children Birth through Age Eight and In Out-of School-Time Programs</i> (January 2001), by the Office of Professional Standards and Articulation, Professional Standards Working Committee, published by the New Jersey Professional Development Center for Early Care and Education. This resource is available on the Web at <a href="http://www.njpdc.org/coreknow.html">http://www.njpdc.org/coreknow.html</a>.</li> </ul>
<p>4. Alignment or link to <b>credentials</b></p>	<ul style="list-style-type: none"> <li>• The Florida Child Care and Education Program Director Credential is administered by the Department of Children and Families, Child Care Services. Legislation was passed in Florida that requires child care and education program directors to have a credential as part of the minimum licensing standard. Overview information is available on the Web at <a href="http://199.250.30.126/pdf/files/DCFWebsite/Florida_Child_Care_and_Education_Program_Director_Credenti.pdf">http://199.250.30.126/pdf/files/DCFWebsite/Florida_Child_Care_and_Education_Program_Director_Credenti.pdf</a>.</li> <li>• The Maryland Child Care Credential recognizes child care providers who go beyond the requirements of State licensing and registration regulations. There are six credential levels, each one recognizing a child care provider's achievement of a specified number of training hours, years of experience and professional activities. The Credential is a voluntary program, and all regulated family child care providers and child care center staff are eligible and encouraged to participate. Additional information is available on the Department of Human Resources, Child Care Administration, Office of Credentialing Web site at <a href="http://63.236.98.116/cca/creden/mdcred.htm">http://63.236.98.116/cca/creden/mdcred.htm</a>.</li> <li>• <i>The New Jersey Infant and Toddler Credential: A Framework for Quality Professional Development</i> (draft, January 30, 2004), presented by the Coalition of Infant/Toddler Educators, The DART Center of Kean University, New Jersey Professional Development Center for Early Care and Education (NJPDC) is available on the Web at <a href="http://www.nccic.org/itcc/PDFdocs/NJ_Infant_Toddler_Credential_Framework.pdf">http://www.nccic.org/itcc/PDFdocs/NJ_Infant_Toddler_Credential_Framework.pdf</a>.</li> <li>• Gateways to Opportunity: The Illinois Early Care and Education Professional Development Network Web site (<a href="http://www.ilgateways.com">www.ilgateways.com</a>) includes forms to assess content applicable to credentials.</li> </ul>

Decision Point	Examples and Resources
<p><b>5a. Using core knowledge areas and competencies</b> in community-based training/professional development</p>	<ul style="list-style-type: none"> <li>▪ The Oregon Registry: Pathways for Professional Recognition in Childhood Care and Education is part of the Oregon Center for Career Development in Childhood Care and Education. The Oregon Registry is a voluntary, Statewide program to document and recognize the professional achievements of people who work in the childhood care and education profession. The Oregon Registry includes 13 Oregon Registry Steps (Enrollment through Step 12) that tie to the Oregon Core Body of Knowledge for the Childhood Care and Education Profession. Additional information is available on the Web at <a href="http://www.centerline.pdx.edu/programs/registry/registry-home.html">http://www.centerline.pdx.edu/programs/registry/registry-home.html</a>.</li> <li>▪ <i>Missouri's Guide for Conference Planners: Integrating the Core Competencies for Early Care and Education Professionals in Kansas and Missouri and Missouri's Early Childhood Standards</i> (December 2003), by the Opportunities in a Professional Education Network (OPEN) Initiative, is available on the Web at <a href="http://www.openinitiative.org/pdfs/Core%20Competencies/confplan.pdf">http://www.openinitiative.org/pdfs/Core%20Competencies/confplan.pdf</a>.</li> <li>▪ The Center on the Social and Emotional Foundations for Early Learning developed a set of four Early Learning Training Modules that focus on the promotion of social and emotional skills and the prevention of challenging behavior: 1) Promoting Children's Success: Building Relationships and Creating Supportive Environments; 2) Social and Emotional Teaching Strategies; 3/3a) Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior; 3/3b) Individualized Intensive Interventions: Developing a Behavior Support Plan; and 4) Leadership Strategies for Supporting and Addressing Social Emotional Development and Challenging Behaviors. The modules were designed based on input gathered during focus groups with program administrators, Training/Technical Assistance (T/TA) providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature, and can be aligned with State core knowledge and competencies. The modules are available in English and Spanish on the Web at <a href="http://csefel.uiuc.edu/modules.html">http://csefel.uiuc.edu/modules.html</a>.</li> </ul>
<p><b>5b. Using core knowledge areas and competencies</b> in courses of study that lead to an early childhood degree, certificate, and/or certification</p>	<ul style="list-style-type: none"> <li>• <i>Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico: Entry Through Master's Level</i> (May 2002), prepared by the Higher Education Early Childhood Task Force for the New Mexico Child Development Board, is available on the Web at <a href="http://www.newmexicokids.org/EDUCATORS">http://www.newmexicokids.org/EDUCATORS</a>.</li> </ul>

Decision Point	Examples and Resources
<p><b>6a. Mechanisms to assure</b> that core knowledge areas and competencies are embedded in community-based training/professional development</p>	<ul style="list-style-type: none"> <li>Georgia's Trainer Registration and Information form, part of the State's Child Care Training and Trainer Approval System, is available on the Web at <a href="http://www.acetonline.org/pdf/trainer2.pdf">http://www.acetonline.org/pdf/trainer2.pdf</a>. The <i>Trainer Registration and Website Information Packet</i> is available on the Web at <a href="http://www.acetonline.org/pdf/trainer.pdf">http://www.acetonline.org/pdf/trainer.pdf</a>.</li> <li>Hawaii's Training Quality Approval System (TQAS) includes Trainer ASK Core Areas—standards for the attitudes, skills, and knowledge (ASK) in eight core areas specific to teaching adults. Additional information about key components of the TQAS is available on the Web at <a href="http://www.hawaiiececareers.com/135.htm">http://www.hawaiiececareers.com/135.htm</a>.</li> <li>IdahoStars uses eight <i>Core Components</i> as the basic areas of training that are approved. The Registry requires a certain number of hours in each component for advancing levels and for yearly maintenance. Trainings are classified using these components. More information is available on the Web at <a href="http://www.idahostars.org">http://www.idahostars.org</a>.</li> </ul>
<p><b>6b. Mechanisms to assure</b> that core knowledge areas and competencies are embedded in courses of study that lead to an early childhood degree, credential, certificate, and/or certification</p>	<ul style="list-style-type: none"> <li><i>Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico: Entry Through Master's Level</i> (May 2002), prepared by the Higher Education Early Childhood Task Force for the New Mexico Child Development Board, is available on the Web at <a href="http://www.newmexicokids.org/EDUCATORS">http://www.newmexicokids.org/EDUCATORS</a>.</li> <li>Maryland developed the country's first Associate of Arts in Teaching (AAT) degree. Standards developed by the Maryland Higher Education Commission must be met by any community college seeking to offer this degree, and include curriculum approval. <i>2002 Update of the Maryland State Plan for Postsecondary Education</i> (July 2002), by the Maryland Higher Education Commission, is available on the Web at <a href="http://www.mhec.state.md.us/publications/NewStatePlan/StateplanUpdate.asp">http://www.mhec.state.md.us/publications/NewStatePlan/StateplanUpdate.asp</a>.</li> </ul>
<p><b>7a. Community-based</b> trainings and professional development supporting <b>multiple entry levels and a continuum of offerings</b> that tie to the core knowledge and competencies</p>	<ul style="list-style-type: none"> <li>The Oregon Registry: Pathways for Professional Recognition in Childhood Care and Education recognizes two pathways for professional development: 1) a degree or certificate pathway; and 2) a college course credit training or community-based training pathway. Additional information is available on the Web at <a href="http://www.centerline.pdx.edu/programs/registry/registry-home.html">http://www.centerline.pdx.edu/programs/registry/registry-home.html</a>.</li> <li>Wyoming STARS (Statewide Training and Resource System) developed a Professional Development Scale for their early childhood workforce. The scale levels one through nine are achieved through a combination of education and training, training in core knowledge areas, and professional commitment. More information is available on the Web at <a href="http://www.wykids.com/stars/professional-development/achievement-scale.html">http://www.wykids.com/stars/professional-development/achievement-scale.html</a>.</li> </ul>



Decision Point	Examples and Resources
<p><b>7b. Courses of study</b> that lead to an early childhood credential, certificate, degree, and/or certification supporting <b>multiple entry levels and a continuum of offerings</b> that tie to the core knowledge and competencies</p>	<ul style="list-style-type: none"> <li>• <i>Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico: Entry Through Master's Level</i> (May 2002), prepared by the Higher Education Early Childhood Task Force for the New Mexico Child Development Board, is available on the Web at <a href="http://www.newmexicokids.org/EDUCATORS">http://www.newmexicokids.org/EDUCATORS</a>.</li> <li>• Illinois' Gateways to Opportunity identifies pathways to credentials, Associate's degrees, and early childhood teacher certification, along with various entry points for the pathways. Information on both general education courses and early childhood content, and the specializations that can be achieved at various knowledge and skill levels, is available on the Web at <a href="http://www.ilgateways.com/careers/careers.aspx">http://www.ilgateways.com/careers/careers.aspx</a>.</li> <li>• Connecticut Charts-A-Course (CCAC) is the Statewide professional development system for early education and school-age care. Its mission is to support career development and program improvement by promoting the achievement of national and State professional standards. In June 2004, legislation (Public Law 212) was passed that established a Statewide coordinated child care and education training system. The legislation sets into law the components of the system that must be in place, including scholarship assistance, career counseling and training, and advancement in career ladders, through seamless articulation of levels of training, program accreditation support, and other initiatives. Additional information is available on CCAC's Web site at <a href="http://www.ctcharts-a-course.org">http://www.ctcharts-a-course.org</a>.</li> <li>• <i>Articulation and the Child Development Associate Credential: Understanding the Complexities and Efforts on Behalf of Students</i> (May 2003), by Karen Fite, Lorie Spencer, Marybeth Toomey, and Truyen Tran, for the Faculty Alliance: Head Start, Wheelock College, Pacific Oaks College, and ACCESS Partnership, states that:  The California Child Development Permit is a six level child development permit required for all early childhood teachers in the California system [Education Code, Title 5; State subsidized care]. At the 2<sup>nd</sup> level, 12 credits of Early Childhood education courses are required for Associate Teachers. The CDA is acceptable as an alternative qualification to the traditional coursework for this level. Level three, requiring 24 units of ECED work plus 16 units of experiential work is required to be qualified as a Teacher. An existing CDA counts towards 9 of the 24 units. All California community colleges accept CDA as 9 credits towards an AA or AS degree. There are some institutions that have worked out individual articulation agreements between AA and BA degrees. (p. 24)  For additional information about this report, contact Lorie L. Spencer, Wheelock College at 617-879-2376 or e-mail <a href="mailto:Lspencer@wheelock.edu">Lspencer@wheelock.edu</a>. Information about California's Child Development Permit is available on the Child Development Training Consortium (CDTC) Web site at <a href="http://www.childdevelopment.org/spermits.htm">http://www.childdevelopment.org/spermits.htm</a>.</li> </ul>

Decision Point	Examples and Resources
<p><b>8. Pathways across</b> community-based trainings/professional development offerings and courses of study that lead to an early childhood credential, certificate, degree, and/or certification</p>	<ul style="list-style-type: none"> <li>▪ The College of Lifelong Learning (CLL) is part of the University of New Hampshire system. CLL has both Associate and Bachelor degree programs in early childhood education. Information about these degree programs is available on the Web at <a href="http://www.cll.edu/programs/prog_echd.htm">http://www.cll.edu/programs/prog_echd.htm</a>. The New Hampshire Child Development Bureau currently offers tuition assistance for some early childhood education coursework through the College for Lifelong Learning. Information about CLL's options for earning credit for prior learning is available on the Web at <a href="http://www.cll.edu/services/prior_learning.htm">http://www.cll.edu/services/prior_learning.htm</a>.</li> <li>▪ <i>La Ristra: New Mexico's Comprehensive Professional Development System in Early Care and Education, and Family Support</i> (September 1999, Revised June 2002), ed. Polly Turner, was developed from a collaborative process among members of the Higher Education Early Childhood Task Force, the staff of the Office of Child Development in the Children, Youth and Families Department, and The Center for Family &amp; Community Partnerships at the University of New Mexico and supported by the New Mexico Children, Youth, and Families Department. It includes the chapter "Articulation, Common Catalogues of Courses, and Prior Learning Assessment (Credit for Prior Learning)" by Dan Haggard. This resource is available on the Web at <a href="http://www.newmexicokids.org/Resource/Library/LaRistra.pdf">http://www.newmexicokids.org/Resource/Library/LaRistra.pdf</a>.</li> <li>▪ Connecticut's Early Childhood Pathways Exams can help turn providers' experience and workshop training into six college credits by testing their knowledge in two subjects: Introduction to Early Childhood Education and Child Developmental Psychology. The Connecticut Charts-A-Course approved Training in Child Development (CCAC modules that cover the Core Areas of knowledge) has been designed to cover most of the content in the two exams. Additional information is available on the Web at <a href="http://www.ctcharts-a-course.org/earlycpthtests.htm">http://www.ctcharts-a-course.org/earlycpthtests.htm</a>. Information about turning training into a CDA or college credit is available on the CCAC Web site at <a href="http://www.ctcharts-a-course.org/turningtraining.htm">http://www.ctcharts-a-course.org/turningtraining.htm</a>.</li> <li>▪ <i>Selected Resources on Articulation in Early Childhood Education</i> (September 2004), by Sarah LeMoine and Tracy Dry, NCCIC, is available on the Web at <a href="http://nccic.org/poptopics/articulationece-res.html">http://nccic.org/poptopics/articulationece-res.html</a> and in PDF at <a href="http://nccic.org/poptopics/articulationece-res.pdf">http://nccic.org/poptopics/articulationece-res.pdf</a>.</li> <li>▪ <i>State Articulation in Early Childhood Education</i> (September 2004), by NCCIC, is available on the Web at <a href="http://nccic.org/poptopics/statearticulation.html">http://nccic.org/poptopics/statearticulation.html</a> and in PDF at <a href="http://nccic.org/poptopics/statearticulation.pdf">http://nccic.org/poptopics/statearticulation.pdf</a>.</li> <li>▪ The Oklahoma State Regents for Higher Education will bring the Council for Adult and Experiential Learning (CAEL) to Oklahoma to train one faculty member at each of the State two-year colleges on how to conduct assessments of prior learning so that child care providers' previous work and training can be translated into college credit. For more information, contact Sherrill Pallotta, Program Administrator with the Division of Child Care, Oklahoma Department of Human Services, at 405-521-3561.</li> </ul>

Decision Point	Examples and Resources
<p><b>9a. Infrastructure and strategies that offer supports</b> for practitioners to increase their knowledge and competencies</p>	<ul style="list-style-type: none"> <li>• <i>A Guidebook for Professional Growth Planning and Documentation</i> (March 2000; Revised June 2002), by Nancy K. Brown, Early Childhood Education Department, Cabrillo Community College, Aptos, California, is a 124-page guide with a multitude of resources on individual professional development planning. The guidebook is available on the Web at <a href="http://www.childdevelopment.org/images/guidebook.PDF">http://www.childdevelopment.org/images/guidebook.PDF</a>.</li> <li>• The California Early Childhood Mentor Program is the largest mentoring program for child care professionals in the United States and one that links improved compensation with the mentor's professional development. Since 1988, it has provided advanced training for experienced child care workers who wish to become mentors to new practitioners. Additional information is available on the Web at <a href="http://www.ecementor.org">http://www.ecementor.org</a>.</li> <li>• The Minnesota School-Age Care Mentor Program was designed to support and enhance viable community school-age care programs that meet the needs of today's children and youth. This mentoring program is funded by the Minnesota Department of Children, Families and Learning and administered by Concordia University, St. Paul. Additional information is available on the Web at <a href="http://mentoring.csp.edu">http://mentoring.csp.edu</a>.</li> </ul>
<p><b>9b. Infrastructure and strategies that offer supports</b> for trainers/faculty to increase their knowledge and competencies</p>	<ul style="list-style-type: none"> <li>▪ Georgia offers train-the-trainer seminars that apply toward the adult education requirements for the Child Care Training Approval Process. Information about this program is available on the Web at <a href="http://www.acetonline.org/training.htm">http://www.acetonline.org/training.htm</a>.</li> <li>▪ Project CONTACT (College Opportunity Networks &amp; Technology Access for Child Care Teachers) is a research and training project of the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. The project is designed to develop a model system of delivery and support for early childhood college courses offered on the Internet and seeks to build the capacity of the community college system to offer early childhood education to their students at a distance. Additional information, along with distance-learning tools and distance-learning projects, is available on the Web at <a href="http://www.fpg.unc.edu/~contact/index.cfm">http://www.fpg.unc.edu/~contact/index.cfm</a>.</li> <li>▪ The <i>Guide to Effective Practices for Online Professional Development</i> (July 2003), published by the Minnesota Child Care Resource and Referral Network, was created to promote a common understanding of the elements that constitute quality within an Internet-based educational environment. The guide is endorsed by the Minnesota Early Childhood and School-Age Trainers Association, and is divided into three categories of professional development: 1) Context (sponsoring institution or organization); 2) Process (instruction and learning); and 3) Content (knowledge). This resource is available on the Web at <a href="http://etl.mnchildcare.org/effective.pdf">http://etl.mnchildcare.org/effective.pdf</a>.</li> </ul>

Decision Point	Examples and Resources
<p><b>10a.</b> <b>Infrastructure and strategies that make it possible and desirable</b> for practitioners to increase their knowledge and competencies</p>	<ul style="list-style-type: none"> <li>• The National Registry Alliance is a voluntary organization of State early childhood workforce registry and professional development leaders with the mission to enhance, support, and enable the work of State early childhood workforce registries by providing an interactive forum for networking, and information and strategy exchanges. Formed in 2003 under the leadership of Wisconsin's The Registry, the Alliance's activities include a Listserv and annual conferences. Twenty-three States attended the 2004 annual conference and began working on a plan for reporting common data, with common core knowledge areas and career lattice levels for early childhood professionals. The 2005 National Registry Alliance Conference is scheduled for July 18–21, in Kansas City, Missouri. Additional information about the 2005 conference is available on the Web at <a href="http://the-registry.org/conference/default.asp">http://the-registry.org/conference/default.asp</a>. For additional information about the National Registry Alliance, contact The Registry at 608-222-1123 or e-mail <a href="mailto:registry@the-registry.org">registry@the-registry.org</a>.</li> <li>• The Center for the Child Care Workforce (CCW) was founded in 1978 as the Child Care Employee Project and was known from 1994 to 1997 as the National Center for the Early Childhood Work Force. In November 2002, CCW merged with the American Federation of Teachers Educational Foundation (AFTEF). CCW provides links to State and local workforce initiatives, including scholarship programs, wage incentives, unionization, and healthcare benefits at <a href="http://www.ccw.org/policy_state.html">http://www.ccw.org/policy_state.html</a>.</li> <li>• <i>Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives</i> (November 2002), by Jennifer Park-Jadotte, Stacie Carolyn Golin, and Barbara Gault, Institute for Women's Policy Research, reviews and evaluates seven programs designed to improve the compensation of the child care workforce. The programs include: Alameda Child Development Corps (California CARES); Child Development Program, Caregiver Pay Program (U.S. Department of Defense); Georgia Early Learning Initiative (GELI) [now Smart Start Georgia]; T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project (North Carolina); Child Care WAGES® Project (North Carolina); Washington Early Childhood Education Career Development Ladder; and the Wisconsin Child Care Mentor Project. The report is available on the Web at <a href="http://www.iwpr.org/pdf/CCW.pdf">http://www.iwpr.org/pdf/CCW.pdf</a>.</li> </ul>
<p><b>10b.</b> <b>Infrastructure and strategies that make it possible and desirable</b> for faculty/trainers to increase their knowledge and competencies</p>	<ul style="list-style-type: none"> <li>▪ Cross-disciplinary training and delivery models are discussed in <i>Reforming Personnel Preparation in Early Intervention: Issues, Models &amp; Practical Strategies</i> (1997), eds. Pamela J. Winton, Jeanette A. McCollum, and Camille Catlett. This resource is now available on the Web at <a href="http://www.fpg.unc.edu/~scpp/pages/reforming_book.cfm">http://www.fpg.unc.edu/~scpp/pages/reforming_book.cfm</a>.</li> <li>▪ The Center for Early Childhood Professional Development (CECPD) provides training opportunities within the State of Oklahoma. Trainers must be registered through the Oklahoma Training Approval System. The training series includes a curriculum of 13 caregiver courses including the required Entry Level Child Care Training (ELCCT), three director and administrator modules, and five family child care home provider courses to build advancing competencies in child care. More information on the Oklahoma Training Approval System is available on the Web at <a href="http://www.cecpc.org/OK%20TAS/oktaseducator.htm">http://www.cecpc.org/OK%20TAS/oktaseducator.htm</a>.</li> </ul>

Decision Point	Examples and Resources
<p><b>11. Outreach strategies</b> that engage and inform practitioners and trainers/faculty about opportunities to increase knowledge and competencies</p>	<ul style="list-style-type: none"> <li>• The New York State (NYS) EARLYCHILDHOOD.ORG Web site was developed by the NYS Council on Children and Families' Head Start Collaboration Project to support professional development and improve the quality of early childhood and school-age programs. It is designed to provide a one-stop source of information for those exploring careers in early childhood and school-age programs as well as those already working in the field and looking to advance in their careers. The <i>Career Development Resource Guide</i> is available on this Web site at <a href="http://www.earlychildhood.org/cdrg">http://www.earlychildhood.org/cdrg</a>. The guide was developed for three main purposes: 1) to provide people considering a career in early childhood and school-age programs basic information about the field, the many career opportunities that are available, and how to prepare for particular positions; 2) to assist people already working in the field in evaluating their current status and developing plans for their ongoing professional development; and 3) to assist program administrators and supervisors in helping their employees develop professional development plans. An interactive database that compares licensing and professional standards is also available on this Web site.</li> <li>• <i>KIDS NOW Evaluation Executive Summary, Interim Report</i> (2003), by Jennifer Grisham-Brown, Rena Hallam, Anita Barbee, Joe Petrekso, Annajtie Faul, Becky Antle, Shannon Frey, and Megan Cox, presents 2002-2003 evaluation data for the KIDS NOW Initiative in Kentucky. Data indicate that center-based child care programs in Kentucky are improving in quality. Preschool centers that are more familiar with STARS for KIDS NOW (Kentucky's voluntary quality rating system for licensed Type I and Type II child care centers and Certified family child care homes) have more educated teachers and tend to have higher-quality classrooms. For additional information, contact Kim Townley, Kentucky Department of Education, at 502-564-8341 or e-mail <a href="mailto:ktownley@kde.state.ky.us">ktownley@kde.state.ky.us</a>.</li> <li>• Pennsylvania (PA) Pathways Orientation Training offers an overview of the PA Pathways Program, the Pennsylvania Department of Public Welfare's system for delivering educational opportunities to meet the training and career development needs of child caregivers. The orientation includes skill-building on the PA Core Body of Knowledge and adult learning principles for trainers applying to the Trainer Quality Assurance System (TQAS). Additional information is available on the Web at <a href="http://www.papathways.org/orientation_training_Trainers.htm">http://www.papathways.org/orientation_training_Trainers.htm</a>. PA Pathways also offers Core Body of Knowledge/Professional Development Record (CBK/PDR) Training for Directors and/or Home-based Providers. Additional information is available on the Web at <a href="http://www.papathways.org/calendar/KeystoneStars.htm#CBK/PDR">http://www.papathways.org/calendar/KeystoneStars.htm#CBK/PDR</a>.</li> <li>• <i>A Long-Awaited Conversation: Dialogue to Bridge the High-Tech/High-Touch Gap In Early Childhood Workforce Preparation and Professional Development</i> (2004), by Douglas Clark, for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, describes events and discussions around the topic of technology and professional development that took place at the 2004 Leadership Connections conference held in Chicago. This resource is available on the Web at <a href="http://nccic.org/pubs/bridgegap/bridgegap.pdf">http://nccic.org/pubs/bridgegap/bridgegap.pdf</a>.</li> </ul>



Decision Point	Examples and Resources
<p><b>12. System to track</b> practitioners' and trainers/faculty's progressive professional development by core knowledge areas and competencies</p>	<ul style="list-style-type: none"> <li>Florida Academic Counseling and Tracking for Students (FACTS) is Florida's online student advising Web site—<a href="http://www.facts.org">http://www.facts.org</a>. FACTS.org is provided free by the Florida Department of Education to help students make informed choices about their education; functions include online tracking of both high school and college progress.</li> <li>At least 24 States have implemented some type of early childhood practitioner or training registry. In addition, two States are implementing/have implemented a Regional registry; and four more States are in the process of planning or implementing a Statewide registry. <i>Early Childhood Education Workforce: Practitioner Registry Systems</i> (March 2005), by NCCIC provides some details about each State's registry, followed by a quick-reference table. This resource is available on the Web at <a href="http://nccic.org/poptopics/practitioner-registry.html">http://nccic.org/poptopics/practitioner-registry.html</a> and in PDF at <a href="http://nccic.org/poptopics/practitioner-registry.pdf">http://nccic.org/poptopics/practitioner-registry.pdf</a>.</li> </ul>
<p><b>13a. Evaluation</b> of professional development activities, system components, and/or the overall system included in the State professional development plans and budget</p>	<ul style="list-style-type: none"> <li><i>A Baseline Report of Early Care and Education in Pennsylvania: The 2002 Early Care and Education Provider Survey</i> (September 2002), by Wendy A. Etheridge, Robert B. McCall, Christina J. Groark, Kelly E. Mehaffie, and Robert Nelkin, published by the University of Pittsburgh Office of Child Development, presents findings from the 2002 Early Care and Education Provider Survey, designed to collect information from 637 child care centers, Head Start centers, preschools and nursery schools, group home child care providers, family home child care providers, and legally unregulated home providers regarding child care and early education in Pennsylvania. The Executive Summary is available on the Web at <a href="http://www.prevention.psu.edu/ece/docs/ExecSum2.pdf">http://www.prevention.psu.edu/ece/docs/ExecSum2.pdf</a>; the Full Report is available on the Web at <a href="http://www.prevention.psu.edu/ece/docs/FullReport1.pdf">http://www.prevention.psu.edu/ece/docs/FullReport1.pdf</a>.</li> <li><i>"Reaching for the Stars" Center Validation Study Final Report</i> (November 2003), by Deborah J. Norris, Loraine Dunn, and Lisa Eckert, Early Childhood Collaborative of Oklahoma (ECCO), a University of Oklahoma/Oklahoma State University Partnership, prepared for the Oklahoma Department of Human Services (DHS), Division of Child Care examines quality differences between child care centers from various levels of the "Reaching for the Stars" program in Oklahoma. Differences in centers by Star category are described on a variety of commonly used measures of child care quality. Data sources include: director interviews, teacher and director surveys, and classroom observations. The Executive Summary is available on the Web at <a href="http://okdhs.org/childcare/home/Stars%20Research%20-%20Full%20report%20Nov.%20200310.pdf">http://okdhs.org/childcare/home/Stars%20Research%20-%20Full%20report%20Nov.%20200310.pdf</a>. The Full Report is available on the Web at <a href="http://okdhs.org/childcare/home/Stars%20Research%20-%20Full%20report%20Nov.%20200310.pdf">http://okdhs.org/childcare/home/Stars%20Research%20-%20Full%20report%20Nov.%20200310.pdf</a>.</li> </ul>

Decision Point	Examples and Resources
<b>13a. Evaluation</b> <b>[cont'd]</b>	<ul style="list-style-type: none"> <li>▪ <i>The Assessment of the Impact of Education on Caregiver Knowledge and Performance</i> study, conducted by Keystone University Research Corporation (KURC) on behalf of the Pennsylvania Department of Public Welfare, examines the impact of education on caregiver knowledge and performance. It is a longitudinal study that follows caregivers as they complete Associate's degrees in early childhood education or the CDA credential, made possible by a scholarship program for child caregivers in Pennsylvania. The study of the impact of education on caregiver knowledge and performance is being conducted in conjunction with the evaluation of the T.E.A.C.H. Early Childhood® Project Pennsylvania. Additional information is available on the Web at <a href="http://www.kurc.org/Project2.htm">http://www.kurc.org/Project2.htm</a>.</li> </ul>
<b>13b. Outcomes of professional development activities included in the descriptions of expected results in Section 5 of the State Child Care and Development Fund Plan</b>	<ul style="list-style-type: none"> <li>• <i>Child Care and Development Fund Report of State Plans FY 2004-2005</i> (2004), by the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, is available on the Web at <a href="http://nccic.org/pubs/stateplan/index.html">http://nccic.org/pubs/stateplan/index.html</a>.</li> </ul>

Developed by the National Child Care Information Center (NCCIC) and the Child Care Bureau, in collaboration with the following Child Care Technical Assistance Network (CCTAN) partners: the Afterschool Investments Project; the Center on Social and Emotional Foundations for Early Learning (CSEFEL); the National Infant and Toddler Child Care Initiative; and the Tribal Child Care Technical Assistance Center (TriTAC).

Additional information about CCTAN is available on the Child Care Bureau's Web site at <http://www.acf.hhs.gov/programs/ccb>.

NCCIC does not endorse any organization, publication, or resource.